



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Physical Education High School– Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C2-1	Design and perform a variety of rhythmic activities that combine refinement of specialized skills	Assessed by performance assessment Assessed by a subject-specific rubric Assessed by a subject-specific rubric for student-led performance or instructed performance	DOK2
S1C3-1	Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms	Assessed by a multiple-choice test Vocabulary/Skills/Rules– Assessment of unit-specific and activity-based vocabulary, rules, and movement terms (i.e., movements in a series: hop, skip, jump, gallop, and jete). Types of stretching limited to: static (hold 20 seconds), ballistic, and dynamic. Strategies: static vs. dynamic stretching. Warm-up/cool down: purposes (i.e., gradually raise and lower heart rate, injury avoidance, prepare muscles for benefits of activity), types (e.g., cardiovascular, muscle movement, gentle stretching, joint movement, and flexibility). Assessed by performance assessment Assessed by a subject-specific rubric	DOK 1/DOK 3
S1C3-2	When engaged in peer teaching, adequately apply knowledge about skill/s to reinforce or correct one's own performance	Limited to a performance-based assessment only Assessed by a subject-specific rubric for peer teaching	DOK 3
S1C3-3	Evaluate the critical elements of a skill	Definitions of skill will be assessed by multiple-choice questions. Provide scenarios to evaluate the elements of the skill (e.g., jumping, weight training (specific skills: lunge and squat jump, running, static stretching, and dynamic stretching).	DOK 1/DOK 2

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		Application of the vocabulary S1C3-1	
S1C3-4	Compare and contrast the strengths and weaknesses of highly skilled performances	Limited to a performance-based assessment only Assessed by a subject-specific rubric	DOK 2
S1C3-5	Apply discipline-specific information to individual performance	Limited to a performance-based assessment only Assessed by a subject-specific rubric	DOK 2
S1C3-6	Demonstrate the biomechanical concepts and principles of a skill/set of skills	Assessed by a multiple-choice test Definitions of terms related to basic skills (e.g., extension, flexion, abduction, adduction, and range of motion). Assessed by performance assessment	DOK 1/DOK 2
S1C3-7	Use coaching information (self, peer, teacher, video) to improve performance	Limited to a performance-based assessment only Assessed by a subject-specific rubric	DOK 3
S1C3-8	Design a plan for self-improvement of a specific movement skill	Knowledge of skills (principle of progression, overload, and specificity) will be assessed by multiple-choice questions. Students do self-evaluation graded on a rubric Utilizing answers from rubric, design a skill improvement plan Self improvement	DOK 1
S2C1-1	Research and critique highly skilled performers or performances	Not assessed by a multiple-choice test Class specific project based on highly skilled performers within that content area	DOK 3
S2C1-2	Incorporate the principles of biomechanics and kinesiology to the personal fitness program	DOK 1: refer to S1C3-6.	DOK 1

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		<p>Students apply knowledge in content area.</p> <p>Assess through teacher observation based on content area</p>	
S2C2-1	Explain and apply the principles of training	<p>Assessed by a multiple-choice test</p> <p>FITT* Principle, progression, specificity, and overload</p> <p>*F=Frequency, I=Intensity, T=Time, T=Type</p>	DOK 1
S2C2-2	Compare and contrast personal physical activity levels to the national physical activity levels recommended for adolescents	<p>Assessed by a multiple-choice test</p> <p>**Must use current National physical activity recommendations</p> <p>(e.g., shuttle run and push-ups)</p> <p>www.health.gov/PAGuidelines</p> <p>www.cdc.gov/healthyyouth/physicalactivity</p>	DOK 2
S2C2-3	Identify and explain how different physical activities contribute to specific health-related and/or skill-related physical fitness	<p>Assessed by a multiple-choice test</p> <p>5 Components of Fitness (i.e., cardiovascular endurance, muscular strength, muscle endurance, flexibility, and body composition).</p> <p>Aerobic/anaerobic</p> <p>Skills related to fitness (e.g., agility, balance, speed, coordination, power, and reaction time).</p> <p>Pacing: measured increases in speed, quantity of muscle strength repetitions, and awareness of the benefits of attention to pace as affecting cardiovascular endurance, muscle endurance, and as an injury prevention strategy.</p>	DOK 1

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S2C2-4	Demonstrate knowledge of physiological changes that result from physical activity participation i.e., the heart, circulatory, respiratory and other systems as a result of active participation in sport	Assessed by a multiple-choice test Resting heart rate; target heart rate; activity selection (e.g., “Which physical activity would work the respiratory system?”).	DOK 1
S2C2-5	Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources. The plan will include: write program goals; design a program; follow the program; monitor and adjust program	DOK 1 will be assessed in previous strands Development of the written plan will be assessed by a rubric. Performance of the designed program will be assessed by a rubric. Not assessed by a multiple-choice test	DOK 3
S2C2-6	Explain the difference between facts and myths related to physical activity	Assessed by a multiple-choice test Facts and myths about 5 Components of Fitness and FITT Principle	DOK 1
S2C2-7	Identify and describe products that enhance or prohibit the levels of physical activity	Assessed by a multiple-choice test Focus more on the physiological products within fitness Negative use of performance enhancers; fad exercise programs; energy drinks; and sports drinks.	DOK 1
S2C2-8	Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment	Assessed by a multiple-choice test Sanitary care of equipment; purchase of equipment (quality vs. cost, clothing purchases, and space). Optional: student project	DOK 2
S2C2-9	Identify strategies for prevention and/or care of injuries that occur during physical activity. Apply strategies for injury prevention, evaluation of injuries, and care and recovery time for injuries.	Assessed by a multiple-choice test For overuse and swelling: RICE (rest, ice, compression, elevate); value of warm-up/cool-down periods/stretching as they relate to injury prevention; sun and weather safety including proper attire	DOK 1

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		and hydration, symptom-recognition, protection from; and treatment of concussions.	
S2C3-1	Apply and evaluate appropriate practice procedures and plans aimed at developing/improving technical motor skills and movement patterns correctly	Assessed by a multiple-choice test Focus on the recognition of the correct elements, order, and execution of a multi-step or complex movement pattern.	DOK 2
S2C3-2	Create and evaluate a new game that incorporates at least two motor skills, rules, strategies, tactics, and can be played fairly by ALL students including those with disabilities	Assessed by performance assessment only	DOK 3
S2C3-3	Demonstrate and critique at least two game tactics involved in modified game play	Specificity of the PO prevents making it a general assessment (no written or performance assessment)	
S2C3-4	Select examples of tactics used in a game that lead to successful play	Specificity of the PO prevents making it a general assessment (no written or performance assessment)	
S3C1-1	Participate in instructionally-appropriate moderate to vigorous physical activity for at least 50% of a structured physical education class	Assessed by performance assessment Teacher observation assessment	
S3C1-2	Engage in a balance of health- and skill-related activities during structured physical education classes	Refer to strand 2 Assessed by performance assessment Teacher observation assessment	
S3C1-3	Participate in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle as per the Activity Pyramid Guidelines or the 2008 US Physical Activity Guidelines	Must maintain the updated Activity Pyramid Guidelines. Questions need to be updated if changes occur. Not assessed by a multiple-choice test Assessed by performance assessment Assessed by a subject-specific rubric www.health.gov/PAGuidelines	DOK 1

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S3C2-1	Demonstrate an active lifestyle through documentation of daily activities	Not assessed by a multiple-choice test Performance-based assessment through checklists, logs, and rubrics	DOK 2
S3C2-2	Demonstrates the ability to monitor and adjust activity to meet personal physical activity needs	Assessed by a multiple-choice test Scenario-based questions (e.g., “Which part of the FITT is missing?”). Frequency, fitness plan, and fitness log	DOK 2
S3C2-3	Participate in physical activities that contribute to the attainment of personal goals and the maintenance of lifetime wellness	Not assessed by a multiple-choice test Performance-based assessment through checklists, logs, and rubrics	DOK 1
S4C1-1	Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition	Not assessed by a multiple-choice test Assessed by performance assessment Make sure use of nationally recognized assessment is current Fitness Gram; Presidential Fitness; Step Test; and Bigger, Stronger, Faster	DOK 1
S4C1-2	Interpret information from a nationally-recognized, criterion-referenced, health-related fitness assessment and develop a personal fitness profile on the basis of the fitness assessment results	Assessed by a multiple-choice test Question will need a chart/table (graphic) with a scenario to gauge a healthy range. Optional: compare national standards to personal-based performance to write a fitness profile project/worksheet.	DOK 2 DOK 3
S4C1-3	Achieve personal fitness goals based on principles of training	Not assessed by a multiple-choice test Limited to a performance-based assessment only (checklist,	DOK 1

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		project, worksheet, and rubric).	
S4C1-4	Demonstrate ability to monitor and adjust a personal fitness program to meet individual needs and goals	<p>Two types of questions for multiple-choice assessment:</p> <p>Assessment will be written with the use of scenarios and examples within the question.</p> <p>Example fitness program that students choose the answer from the FITT program, injury, etc.</p> <p>Example: Adapting a fitness program for an injury, improvement after you peak, etc.</p>	DOK 2
S4C1-5	Compare and contrast safe and risky exercises and demonstrate safe exercise alternatives	<p>Assessed by a multiple-choice test</p> <p>Safe vs. risky exercises, overload, equipment, heat advisory, and sit-ups.</p>	DOK 2
S4C1-6	Devise a plan to reduce risk and possible injury	<p>Multiple-choice assessment refer to S2C2-9</p> <p>Can also be performance-based assessment through rubrics</p> <p>Dehydration prevention, proper attire, and injury prevention</p>	DOK 2
S5C1-1	Apply safe practices, rules, procedures and etiquette in all physical activity settings	<p>Assessed by a multiple-choice test</p> <p>Using general terminology that will promote safety during physical activity (e.g., warm-up/cool-down and etiquette).</p> <p>Refer to S2C2-9 to base question on a general scenario</p>	<p>DOK 1</p> <p>DOK 2</p>
S5C1-2	Act independently of peer pressure	<p>Specificity of the PO prevents making it a general assessment (no written or performance assessment)</p> <p>The word “Act” makes it not appropriate to assess.</p>	

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S5C1-3	Initiate independent and responsible personal behavior in physical activity settings	Not assessed by a multiple-choice test The word “Initiate” makes it not appropriate to assess.	
S5C1-4	Recognize the level of risk in various sports and activities	Assessed by a multiple-choice test Questions should be written in a scenario format. Environmental risks (e.g., heat safety, sun safety, weather conditions, attire, and participation site).	DOK 2
S5C2-1	Participate in a learning group with a wide variety of diverse members	Specificity of the PO prevents making it a general assessment (no written or performance assessment) Teacher observation only	
S5C2-2	Include persons from diverse backgrounds and abilities in physical activities	Specificity of the PO prevents making it a general assessment (no written or performance assessment) Teacher observation only	
S5C2-3	Resolve conflict in appropriate ways	Assessed by a multiple-choice test Sportsmanship, decision making, character counts, and fairness	DOK 2
S5C2-4	Take a leadership role and follow through, as appropriate, in order to accomplish group goals	Specificity of the PO prevents making it a general assessment (no written or performance assessment) Teacher observation *Refer to S5C2-3	
S5C2-5	Explain and create a physical activity that demonstrates a safe environment for self and others	Not assessed by a multiple-choice test Limited to a performance-based assessment only Project (design your own activity or gym)	DOK 3

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S5C2-6	Design & instruct a sports or fitness activity from a different ethnicity or culture	Specificity of the PO prevents making it a general assessment (no written or performance assessment)	
S6C1-1	Identify attitudes associated with regular participation in physical activity and/or fitness development activities	Assessed by a multiple-choice test Self-confidence, self-esteem, and self-efficacy Social benefits of regular physical activity Coping strategies (stress management and prioritizing) Disease prevention (e.g., heart disease, diabetes, and chronic disease)	DOK 1
S6C1-2	Select and participate in physical activities that are personally meaningful	Specificity of the PO prevents making it a general assessment (no written or performance assessment) Do not test what is “personally meaningful”	
S6C1-3	Examine the role motivation, prioritizing, dedication and self-discipline play in fitness development	Assessed by a multiple-choice test DOK 1: general terminology written in PO DOK 2: application of general terms (scenario that compares and contrasts specific activities to prioritize) Personal priorities of activities for students within a daily schedule	DOK 1 DOK 2
S6C1-4	Develop and implement a plan for personal fitness development/maintenance that considers the factors in PO 3	Assessed by performance assessment Project assessed by rubric	DOK 3
S6C1-5	Strategize ways to overcome obstacles to regular participation in physical activity	Assessed by a multiple-choice test Scenarios about how to overcome obstacles (e.g., physical,	DOK 2

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		mental, time, opportunity, access, and environment).	
S6C1-6	Explain how an understanding of self-efficacy and self-esteem is related to physical activity and the ability to use self-management skills necessary for developing both	Assessed by a multiple-choice test (building on previous knowledge from S6C1-1) Apply terms used in S6C1-3	DOK 2
S6C1-7	Reflect upon the mental benefits of participation in physical activity	Assessed by a multiple-choice test* Mental benefits may include (for example): improved test scores, stress relief, self-confidence, dealing with personal issues, and improving social interactions. *Will be tested on knowledge of the mental benefits, not the reflection of them.	DOK 1
S6C1-8	Examine one’s own feelings in having accomplished personal fitness goals or failure to reach such goals	Specificity of the PO prevents making it a general assessment (no written or performance assessment) The word “feelings” makes it not appropriate to assess.	